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AUTHOR Powers-Alexander, Susan; And Others
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ABSTRACT

Male and female applicants to traditionally masculine or feminine fields of study were rated by 518 college students regarding their attributions of the applicant's skill and of luck as a factor in the applicant's predicted success. A five factor analysis of variance with attitude towards feminism, sex of subject, sex of applicant, sex of field, and sex of attributes as the multiple independent variables, and dependent variables of skill and luck treated univariately was completed. For the perception of skill, females were biased in favor of male subjects and applicants described using masculine attributes. Both males and females attributed more skill to applicants entering fields of study that were nontraditional for their sex. The perception of luck was more variable with feminism beliefs of the rater impacting on attributions. The 70-item Attitude Inventory is included in Appendix A. (Author/PN)

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Attribution of Success in College Women: Effort or Luck?

Susan Powers-Alexander
Gloria A. Galvin
Dorinda J. Lambert
Carol A. Speth
Barbara S. Plake
University of Nebraska-Lincoln

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Running head: Skill and luck

ABSTRACT

Male and female applicants to traditionally masculine or feminine fields of study were rated by 518 college students regarding their attributions of the applicant's skill and of luck as a factor in the applicant's predicted success. A five factor ANOVA with attitude towards feminism, sex of subject, sex of applicant, sex of field, and sex of attributes as the multiple independent variables, and dependent variables of skill and luck treated univariately was completed. For the perception of skill, females were biased in favor of male subjects and applicants described using masculine attributes. Both males and females attributed more skill to applicants entering fields of study that were nontraditional for their sex. The perception of luck was more variable with feminism beliefs of the rater impacting on attributions.

Attribution of Success in College Women: Effort or Luck?

Earlier research on the attributions that females placed on the competencies of male and female professionals revealed a strong bias against female abilities whether the field was traditionally male or female (Goldberg, 1968). That initial study by Goldberg created interest in other variables that may influence the evaluation of women: sex, status, stereotypic interests, and attitudes towards women. Pheterson, Kiesler, and Goldberg (1971) extended Goldberg's study by having women judge the paintings by male and female artists where the status of the artists were varied by presenting them as either contest entrants or as contest winners. These authors found that women judged women less favorably as artists than they judged men when the artwork was a contest entry, whereas the women were judged as positively as the men when the artwork had won a prize. In a later study, Peck (1978) controlled for the sex-appropriateness of the profession used and varied the status level of the male and female professionals being evaluated. Results were that male subjects' evaluations were only slightly affected by variations in status whereas female subjects gave their most favorable evaluations to

high status women and least favorable evaluations to low status women. Abramson, Goldberg, Greenberg, and Abramson (1977) further probed the impact of both status and the sex of the stimulus person on the attribution of competency and revealed that the negative bias against females is overcome when the female had predetermined high professional status and good performance.

Another area of research has centered on the match or mismatch of the sex-appropriateness of the behavior and the occupation with the sex of the stimulus person (Mischel, 1974; Feather, 1975; Feather and Simon, 1975; Bernard, 1979). Bernard (1979) found that the sex role behavior of students influenced not only the teachers' perceptions of the students but also the evaluation of their performance on an essay. Independent of the sex of the rater and the students' course of study, the stimulus person who was presented as masculine in role orientation was judged more positively on performance. Additionally, teachers perceived both male and female students who exhibited cross-sex role behaviors as more independent and intelligent.

Several replications of Goldberg's study found no difference in evaluations of males and females suggesting that the bias against competent women may be gradually lessening in response to the women's movement (Chobot, Goldberg, Abramson, and Abramson, 1974; Soto and Cole, 1975). Another replication by Levenson, Buford, Buono, and Davis

(1975), Though showing no overall significant difference in ratings, suggested that female subjects evaluated essays written by females as better than ones identified as written by males. In an analysis of these varying results, Gross and Geffner (1980) pointed out that the differing and sometimes contradictory research results may be partly due to socio-cultural changes occurring over time. This view is supported by the results of their replication of Goldberg's study in which they did not find a sex of author effect.

Expanding the attribution research on the effect of subjects' attitudes towards women, Spence and Helmreich (1972) administered the Attitudes Towards Women Scale (AWS) to male and female college students before presenting them with a stimulus person who varied in sex, competency, and male/female stereotypic interests. Contrary to their expectations, the authors reported that, whatever the subjects' sex and attitudes towards women, they rated the stimulus person who was presented as both competent and with masculine interests as more attractive. Deaux and Taynor (1973) also manipulated the competence and sex of the stimulus persons and found similar results. In trying to more clearly assess the pattern of discrimination against competent women, Hagen and Kahn (1975) found that men liked competent women only when they observed them, not when they interacted with them. Furthermore, both males and females

tend to exclude a competent female more than a competent male. These authors suggests that this "punishing" withdrawal from interactions with competent women may be a reaction to the dissonance between negative expectations for women and the actual experience of dealing with a competent woman.

A more recent study by Rapin and Cooper (1980) compared the ratings by feminists and nonfeminists of adjectives used to describe males and females. Though predicting that feminists would exhibit a more equitable view of men and women by describing them with similar terms, the authors found results which did not support the hypothesis. Rather, feminists and nonfeminists did not differ in their ratings of stereotypic traits as applied to males and females. Kahn (in press) further explored the relationship between profeminist attitudes and behaviors towards women. Even though multiple measures of behavior were used, there were no differences in the behavior of feminist and antifeminist males towards women despite their differences in attitudes reflected in their ratings of a confederate woman with whom they interacted. Profeminist males preferred the situation wherein the confederate was assertive on a masculine topic whereas the antifeminist male preferred the confederate who was assertive on feminine topics. Their actual behaviors, however, were not different towards the assertive female.

In a study of causal attributions across gender-linked tasks in which the level of competence was controlled for

male and female stimulus persons, Deaux and Emswiller (1974) found that competent males were perceived as more skillful than competent females on all tasks. Of most interest is this difference in ratings of male and female stimulus persons on masculine tasks. Attributions of causality differed in that performance of males was attributed to skill while equivalent performance by females was attributed to chance. Feldman-Summers and Kiesler (1974) also studied the effects of sex on causal attributions yet they varied the success levels of the stimulus. On all levels, subjects expected males to perform better than females yet they attributed greater motivation to females regardless of other factors. Further results suggested that males and females both may connect success with "maleness" and since success for women is unexpected, it is attributed to causes other than ability. Overall, their results point out several attributional patterns along an expected-unexpected dimension later researched by Feather and Simon (1975).

This "double standard" in attributional patterns across genders was also noted by Galper and Luck (1980). In focusing on non-achievement oriented behaviors, these authors did not find data to support a tendency to attribute either external causes (chance) to unexpected behaviors or internal causes (personal ability) to expected behaviors. Nevertheless, female-linked negative behaviors were seen as more significantly

attributed to personal causes than were male-linked negative behaviors.

The present paper deals with onlypart of the results of a larger research project which is reported elsewhere (Major & Plake, 1982; Smith, Plake, Phifer, & Parker, 1982). The purpose of the current study is to extend the research on the causal attributions of females by varying the sex of the stimulus person, the sex-appropriateness of his or her attributes and occupational area, and the subjects' attitudes towards feminism. It was hypothesized that profeminist males and females would be less biased when rating females than would antifeminist subjects. Specifically, this experiment examines how masculine and feminine attributes used to describe applicants to traditionally sex-linked programs of study impact on the causal attribution ratings of skill and luck by profeminist and antifeminist subjects. In this way we further explore the trend noted by Galper and Luck (1980) that success for males is more often attributed to skill, whereas success for females is attributed to luck.

Method

Subjects

The subject populatin consisted of 518 college students who attended a large midwestern university. Participation was on a voluntary basis, providing an opportunity for students to partially fulfill course requirements. Initially 892 subjects were administered the first scale with a final useable sample of 518 who completed both portions of the

study. This attrition rate can be attributed to inability to match data from the first and second administration of materials. The approximate mean age of the subjects was 20 years. The gender representation was 315 (61%) females and 203 (39%) males. The pool was drawn from colleges campuswide with the following areas represented: education (51%), business (17%), and other (32%). The educational levels were evenly distributed.

Instruments

The initial instrument was a 70 item Attitude Survey (see Appendix A). This one-to-five Likert-type scale was composed of the Bias in Attitude Survey,(BIAS), (Jean & Reynolds, 1980) plus 35 items taken from the College Self Expression Scale (Galassi, DeLo, Galassi, & Bastein, 1974). The items were randomly co-mingled in the Attitude Survey to serve as distractors, and accordingly only the 35 BIAS items were scored. Subjects were assigned to profeminist and antifeminist groups based on a median split. Internal consistency reliability, computed via coefficient alpha for the BIAS scale, was .91.

A second instrument was a five item Likert-type scale on which the subject indicated his/her sentiment regarding an applicant to an advanced program of study in college. The five questions were used to indicate the subjects' perception of the applicant and of the reason for the applicant's likelihood of success in being admitted to the program of study. The scale was factor analyzed and

two orthogonal factors were extracted, one named Skill made up of attributions of effort and ability, and the other named Luck.

Materials

Packets of application materials for candidates reportedly applying to a bachelor program from an associate degree program were developed (see Appendix B). Each packet contained a vita designed for a male (Richard) or a female (Linda) applicant to a traditionally masculine field of endeavor (engineering) or a classically feminine area (dietetics) and a letter of recommendation using masculine attributes (e.g., self-confident, independent, assertive, logical, objective, competitive, aggressive) or feminine attributes (e.g., warm, gentle, helpful, conscientious, friendly, sensitive, tactful, understanding). These attributes were selected from among those identified by the Bem Sex Role Inventory (BSRI) (Bem, 1974). The application materials were equivalent on levels of academic achievements, honors, and practical experience. Packets with the eight combinations of the above variables were assembled.

Procedure

During the first week of the semester the subjects were given the Attitude Survey to determine his or her feminist attitude. A code number was used by each subject so that subsequent instrument outcomes sould be matched and analyzed Without violating the subjects' anonymity. All administrations were done by members of the research team.

Near the end of the semester a different member of the research team administered the second phase of the study. Each subject was given a packet of application materials with the following instructions:

> "We are working on the development of materials for a workshop to train students to write successful and impressive application materials. You will be given some application materials and asked to rate them on several dimensions of quality."

The administration of each of the instruments took approximately 20 minutes. Demographic information from the subjects was also collected at this time. All subjects were treated in accordance with the APA Ethical Principles in the Conduct of Research with Human Participants (1973), and they were given the opportunity, upon request, to receive the results of the study, and debriefing was done.

Design

The analysis was based on a five factor ANOVA consisting of a 2x2x2x2x2 design (pro/antifeminism, sex of subject, sex of applicant, sex of field, sex of attributes) and two dependent variables, skill and luck.

RESULTS

The first dependent variable of interest that was analyzed was the subjects' perception of the applicant's skill, comprised of effort and ability, that the subjects' attributed as a cause for the success of the applicant

s/he was rating. A significant main effect was found for sex of subject ($F(1,484)= 7.70$, $p<.02$) with female subjects rating the success of all of the applicants as caused more by skill than the male subjects did.

The analysis of the dependent variable, perceived skill of the applicant, also yielded three significant two-way interactions. They were: sex of subject x sex of applicant ($F(1,484) = 5.16$, $p<.02$; sex of subject x sex of attributes ($F(1,484) = 4.82$, $p<.03$; and sex of applicant x sex of field ($F(1,484) = 4.03$, $p<.05$). The interaction of sex of subject x sex of applicant shown in figure 1 indicates that

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Insert Figure 1 About Here

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male and female subjects differed in their perceptions of the success of the male applicants as due to skill. Overall the female subjects attributed the success of the male applicants significantly more to skill than they attributed to the female applicants, whereas the male subjects attributed success of male applicants significantly less to skill than they perceived for the female applicants.

The second interaction involved sex of subject x sex of attributes. In this interaction, depicted in figure 2, as in the subject x applicant interaction, female subjects attributed success of applicants (both male and female) when they were described by masculine adjectives significantly more to skill. Male subjects, on the other hand, again

attributed success less to skill when both male and female applicants were described by masculine adjectives. Both male and female subjects attributed the perceived success as due to skill less often when the applicants were described by stereotypically female attributes.

Insert Figure 2 About Here

The third interaction was sex of applicant x sex of field. The two fields were advanced programs of study traditionally identified with males (engineering) and females (dietetics). As shown in figure 3, the applicants' success due to skill was rated higher when they were applying

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Insert Figure 3 About Here

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to a program typically identified with the opposite gender. The success both for males applying to a dietetics program and females applying to an engineering program were rated as more due to skill than for male applicants applying to programs traditionally for their respective gender.

The results of the dependent variable Skill suggests that when success due to skill was being attributed to the applicants, there was a definite masculine bias and females were more biased in this regard than males were. Although the females attributed success more to skill for all of the subjects, the interactions show that this was pronounced when they rated male applicants or both-sex applicants who

were described by masculine adjectives. This pattern was not found in the ratings by male subjects.

The second general finding is that both male and female subjects attribute success more to skill when considering a person attempting a program of study that is nontraditional for his or her sex.

The second dependent variable was the subjects' perception of the applicants' success due to luck. Two complex interactions were found: a three-way interaction of sex of subject x sex of field x attitude towards feminism ($F(1,484) = 5.25$, $p < .02$) and a four-way interaction of sex of subject x sex of applicant x sex of field x sex of attributes ($F(1,484) = 3.99$, $p < .05$).

The analysis of the three-way interaction in figure 4 of sex of subject x sex of field x feminist attitude indicates that pro and antifeminist subjects differed in their attribution of success as due to luck in the case of the female-

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Insert Figure 4 About Here

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related program of dietetics. The profeminism males attributed success of all applicants entering the dietetics field significantly more to luck whereas the profeminist females attributed the success of those same applicants to dietetics significantly less to luck. Applicants to the engineering field had less luck attributed to them by both the pro and antifeminist groups. It appears that in the

traditionally masculine field of engineering luck was seen as significantly less of a factor in applicants' success than in the traditionally feminine field of dietetics.

The four-way interaction of sex of subject x sex of field x sex of attributes x sex of applicant was examined by first combining two of the same-sex independent variables into meaningful groupings. The male applicants, described with masculine characteristics, were compared to thefemale applicants, described with feminine characteristics. These two "matched" groups were compared regarding the two program types, engineering and dietetics and by male and female subjects. The results in figure 5 indicate that

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Insert Figure 5 About Here

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male subjects attribute the applicants' likelihood of success in the dietetics program as being due to luck. This was observed in the case of the traditional female applicant described with feminine characteristics and in the case of the traditional male applicant described with typical male characteristics. Luck was seen as significantly less of a factor when these traditional male and female applicants applied to the engineering program. The female subjects did not rate luck as a significant factor differentiating these traditional applicants regardless of the program to which they were applying.

In contrast, when the male applicants had feminine

characteristics and the female applicants had masculine characteristics attributed to them making them "mismatched" or nontraditional applicants, then other differences are seen. As shown in figure 5 the male subjects attribute success of nontraditional males more to luck regardless of the program to which they apply. It may be that a "mismatched"male applicant does not fit either program and his success is attributed to luck by the male subjects. The female subjects attribute success of the "mismatched" male applicants in either program less to luck. When the female applicants are "mismatched" with masculine attributes, the female subjects attribute their success to luck in the dietetics program but not in the engineering program. The male subjects did not differentiate either program as being more influenced by luck for these"mismatched" females.

DISCUSSION

The results of the dependent variable Skill suggests that when it was being attributed to the applicants, there was a definite masculine bias. Male applicants and masculine characteristics both received higher ratings on the skill variable, and female subjects were more biased in these ratings than were male subjects. Although the females attributed more skill to <u>all</u> of the applicants, the interactions show that this was pronounced when they rated males and male-linked attributes. These findings are consistent with Bernard (1979) who found that the referant who was

presented in a more masculine manner was rated more positively on performance, and with the finding that both males and females connect success with maleness and connect success in females with causes other than skill (Feldman-Summers, et. al., 1974). These results indicate that this consistent finding of qualities such as skill being more easily regarded as a male characteristic continues despite any changes in attitudes towards women that may be occurring among college students as a result of the women's movement. One implication for women is in the choice of qualities that they use, and have others use, to describe their worth. Although all of the attributes we used to describe the applicants were positive, they led to different conclusions in the minds of the raters.

A second finding with the skill dependent variable is that both male and female subjects attribute more skill to a person attempting a program of study that is nontraditional for his or her sex. This is similar to the finding that teachers rated both male and female students higher in independence and intelligence when they took courses of study, English and physics, linked more easily with the opposite gender (Bernard, 1979). It may be that persons who attempt programs that are not traditional, thus seeking to overcome the hurdles of traditional expectations, are accorded the concomitants of success: skill, independence, and intelligence. If this finding is found in broad areas of endeavor, it may signal that roles for both men and women

need not be restricted and that those who attempt the nontraditional will be viewed more positively.

The attribution of luck as a factor in the applicants' success was variable. The profeminist males attributed more luck to female applicants in the dietetics program, in contrast with the profeminist females who rated the luck factor low. Because attributing a person's success to luck is viewed as a manner of denigrating their success, this might be considered a form of subtle bias on the part of the profeminist males. Interestingly, they differ from the antifeminist males too, who rated luck lower as a causal factor in women's success in the dietetics program. Additional exploration of pro and antifeminist males is needed to clarify this finding.

The luck dependent variable also differentiated the programs of engineering and dietetics with applicants in dietetics having their success more often attributed to luck than did applicants in engineering. This result may be specific to engineering, which may be seen as a difficult technical field in which a person cannot rely on luck for success. Or it may be a more general finding, in that, traditionally masculine-dominated fields are perceived as requiring causal factors other than luck for success to be achieved. Also, it may be that there is a status difference between dietetics and engineering such that the lower status profession of dietetics had luck ascribed to successful applicants, whereas in the higher status profession skill

was more easily viewed as a prerequisite for success. Other research withother masculine-linked and feminine-linked occupations will be needed to clarify these issues.

The finding regarding the "matched" and "mismatched" applicants also needs further clarification. The female applicants were not affected if they were described traditionally or nontraditionally, suggesting that the full range of descriptors can be applied more easily to women. The male applicants who were matched with appropriate masculine attributes were viewed normally, but a clear reversal in attributions occurred when the male applicants were in the "mismatched" condition and were described with typical feminine attributes. These males are rated higher in luck particularly in the engineering field by male subjects. It appears that although women can be described with a broad range of adjectives, that males cannot be without significant changes in other males' perceptions of them. This suggests that there is still a fairly narrow band of acceptance regarding the way men may be described.

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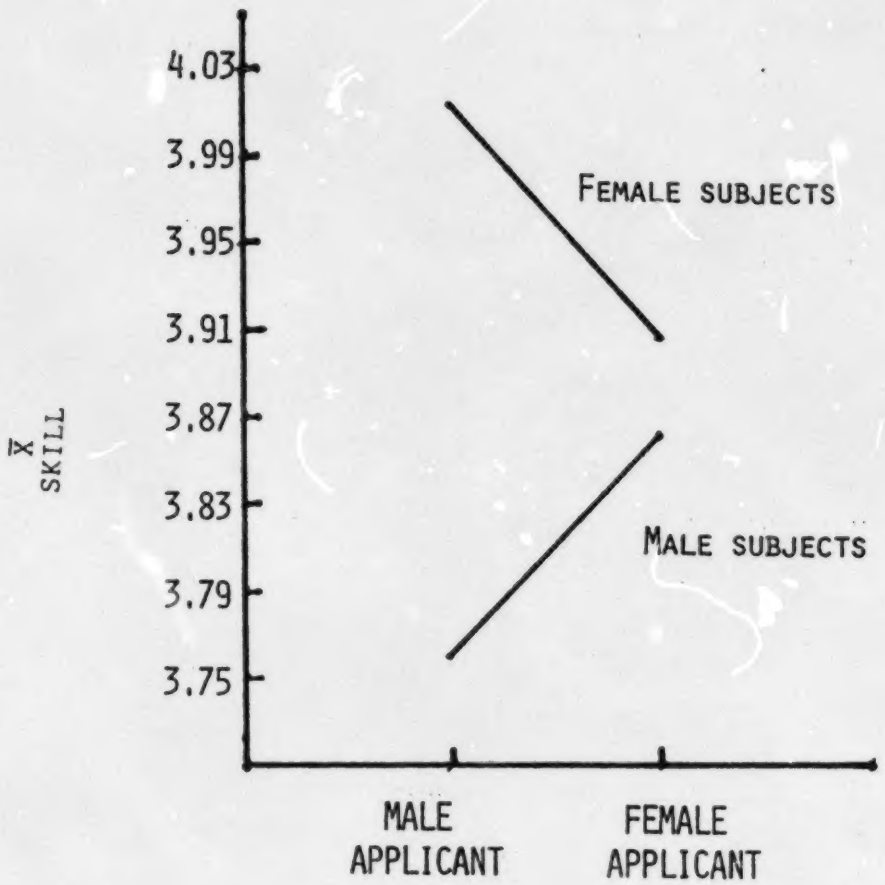

Figure 1: Sex of Subject x Sex of Applicant

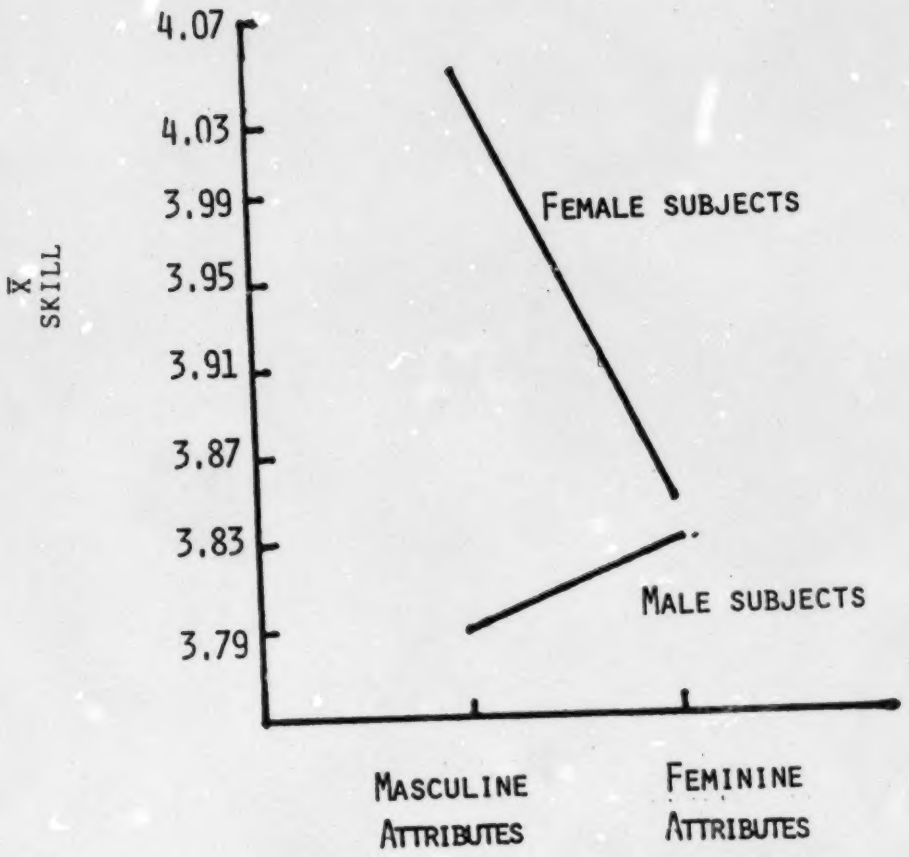

Figure 2: Sex of Subject x Sex of Attribute

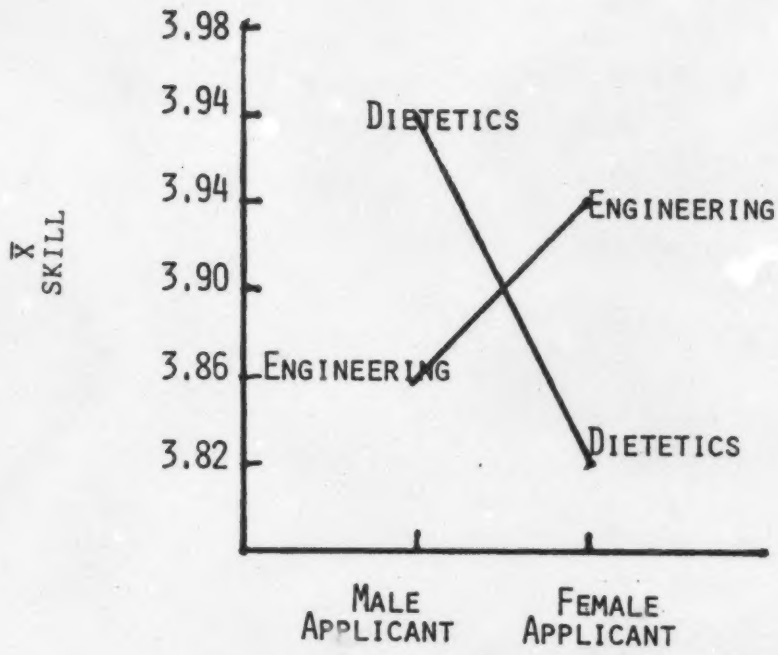

Figure 3: Sex of Field x Sex of Applicant

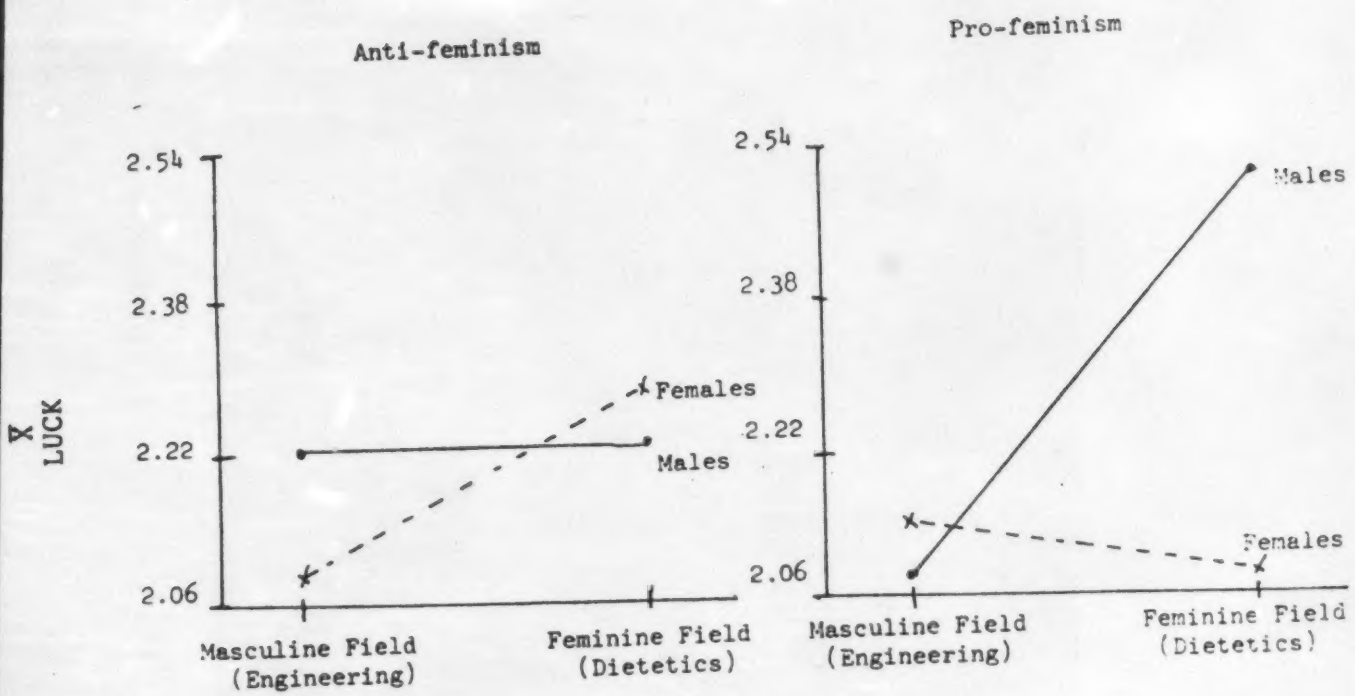

Figure 4: Sex of Rater X Rater's Pro/Anti-feminism X Sex of Field

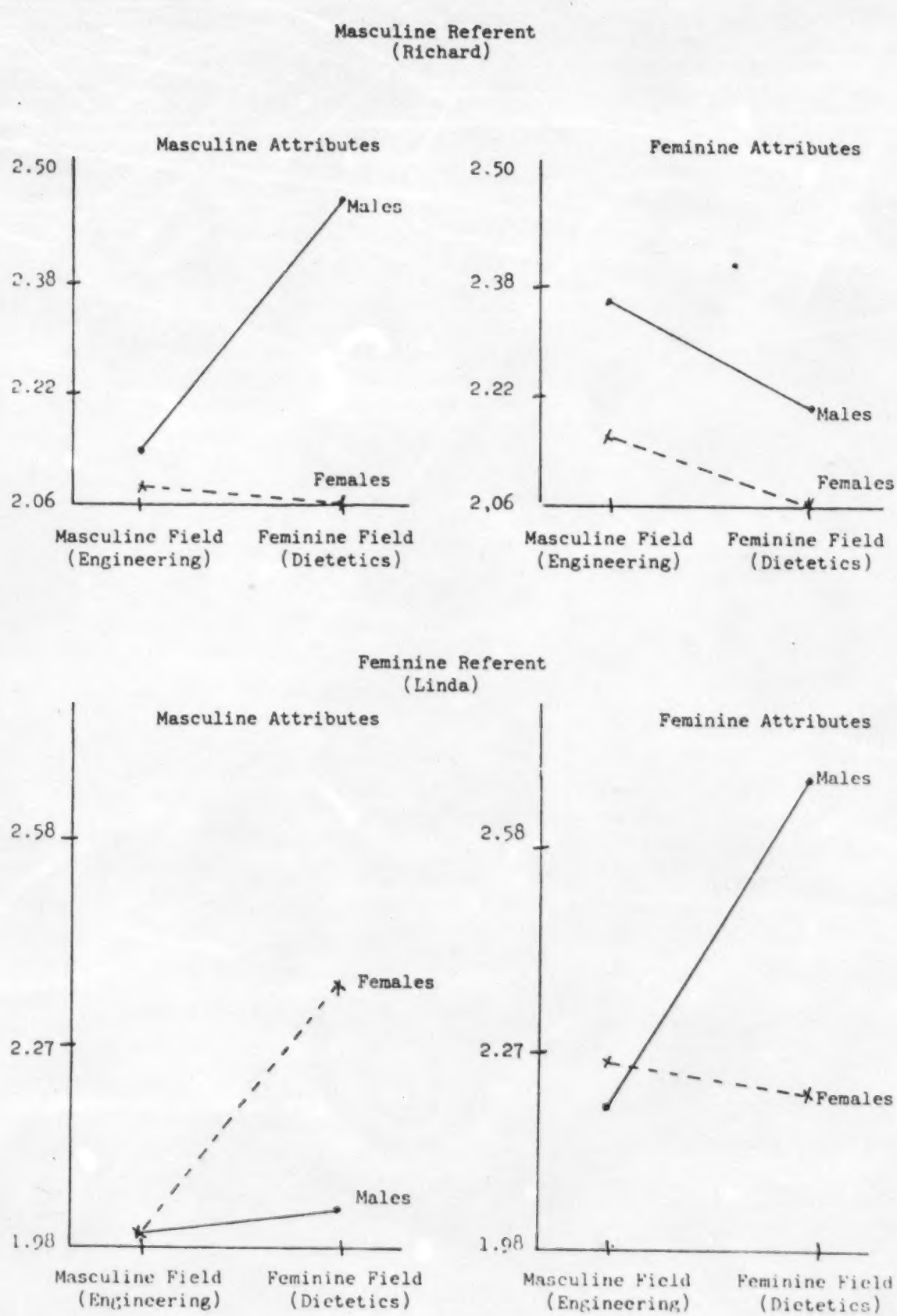

Figure 5: Sex of Rater X Sex of Referent X Sex of Attributes X Sex of Field

Appendix A: Attitude Inventory

Instructions: Please respond to each of the following statements using the following code:
1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE
Mark your responses on the answer sheet.

1. If a friend who has borrowed $5.00 from you seems to have forgotten about it, you should remind this person.

2. If your roommate without your permission eats food that he knows you have been saving, you can express your displeasure to him.

3. One should not refuse if a friend makes a request, even if it seems unreasonable.

4. It is important that marriages have a definite division of roles.

5. Men teachers are better disciplinarians than women.

6. People should go out of their way to avoid trouble with other people.

7. If someone you respect expresses opinions with which you strongly disagree, you should not venture to state your own point of view.

8. If a person of the opposite sex whom you have been wanting to meet smiles or directs attention to you at a party, you could take the initiative in beginning a conversation.

9. If you were studying and if your roommate were making too much noise, it would be easy to ask them to stop.

10. If after leaving a store someone realized that they have been "short-changed", they should just forget about it.

11. Complimenting and praising others is difficult.

12. If you find yourself becoming fond of someone you are dating, it would be difficult telling them.

13. If you arrive late for a meeting, it is better to stand than go to a front seat which could only be secured with a fair degree of conspicuousness.

14. It is important for me to know whether a baby is a boy or girl so I will know how to act towards the child.

15. If you decided to change your major to a field which your parents will not approve, it would be difficult telling them.

16. American males should identify primarily with the role of the breadwinner.

17. Men who rape women are generally men who do not have fulfilling sex lives.

18. It is important for a woman to satisfy her husband even though her sex desires may be less than his.

19. People should ignore it when someone pushes in front of them in line.

20. The most natural position for sexual intercourse is with the male on top.

21. In order to be fulfilled as a woman, a female should get married and become a mother.

22. Little girls should be protected from tough games and the chance of getting hurt.

23. The reason that U.S. history textbooks do not include very many women is that women actually played a minor role in the development of this country.

24. If food which is not to your satisfaction is served in a restaurant, you should complain about it to the waiter.

25. Women are more suited for repetitive tasks than men.

26. If a friend betrays a confidence, one should hesitate to express annoyance.

27. Anger or annoyance toward the opposite sex should be expressed when it is justified.

28. One should not hesitate about asking a good friend to lend them a few dollars.

29. It is easy to express love and affection to people for whom one cares.

30. One should keep opinions to oneself.

31. A woman needs the support of a man to advance professionally.

32. One should insist that a roommate does a fair share of the cleaning.

33. If someone keeps kicking the back of your chair in a movie, you should ignore it.

34. If your date calls on Saturday night 15 minutes before you are supposed to meet and says that she (he) has to study for an important exam and cannot make it, you should not express your annoyance.

35. If a friend unjustifiably criticized you, it is best to express your resentment, then and there.

36. When a person is blatantly unfair, it is best to say nothing about it to him.

37. Little boys should be encouraged to play with dolls and little girls should be encouraged to play with trucks.

38. If someone interrupts you in the middle of an important conversation, you should request that the person wait until you have finished.

39. When a clerk in a store waits on someone who has come in after you, you should call his attention to the matter.

40. If the aims of women's liberation are met, men will lose more than they will gain.

41. Men and women are better suited to different kinds of occupations due to factors other than physical strength.

42. A decline in the husband's adherence to traditional male values and behaviors is beneficial to family life.

43. It is more important for the woman (than the man) to put limits on sexual activity because her reputation is at stake.

44. Women who work are taking jobs away from men.

45. Changing language to include women is an irrelevant issue.

46. If a person teases you to the point that it is no longer fun, it is difficult to express your displeasure.

47. A real man is one who can take responsibility for his wife and children.

48. The most important thing for a woman to do if she is being battered by her husband is to understand what she is doing to provoke it.

49. Biology determines ones destiny.

50. Women take longer to reach emotional maturity than men.

51. Most women prefer a strong dominating male.

52. Women should protect themselves from rape by not going out alone after dark.

53. Women, with their monthly cycles, are not fit for jobs that require constant stress and important decision making.

54. If a salesman has gone to considerable trouble to show someone some merchandise which is not quite suitable, it would be hard to say no.

55. Women are better suited for nurturing, supportive type jobs, or those dealing with bodily concerns.

56. In times of high unemployment, jobs should first be available to men with families.

57. It is difficult to ask a friend to do a favor.

58. Rape generally occurs when a man has an overwhelming lustful desire.

59. One should be overly careful to avoid hurting other people's feelings.

60. Employers must be cautious about hiring women for career positions due to a woman's tendency to marry, have children, or move with her family.

61. A person should freely volunteer information or opinions in class discussions.

62. If friends visit when you want to study, you should ask them to return at a more convenient time.

63. If you were in a small seminar and the professor made a statement that you considered untrue, you would question it.

64. If you are angry at your parents, it is hard to tell them.

65. I'm comfortable in traditional sex roles and don't want to change.

66. Because of their future roles, it is more important for little girls to play house than little boys.

67. Little girls are more easily frightened than little boys.

68. If a husband is offered an advancement which involves transfer to another area, the wife's career should be considered as secondary in arriving at a decision.

69. The equal rights amendment is unnecessary.

70. It is difficult to stand up for one's rights.

DIRECTIONS: On the accompanying answer sheet please rate the applicant on each of the following characteristics using the following five point code.

CODE: 1=very low 2=low 3=average 4=high 5=very high

1. Helpfulness
2. Liklihood of encountering difficulty in future classes
3. Likeability
4. Expected competency at the end of the academic program
5. Sensitivity to others
6. Suitability of applicant to continue in the field of study
7. Ability to think logically.
8. Competency as a student
9. Appropriateness of student's choice of major
10. Intelligence compared to other students.
11. Assertiveness
12. General intelligence
13. Estimated success in career
14. Estimated success in academic program
15. General rating of the applicant

DIRECTIONS: For each of the following statements, indicate on the answer sheet your sentiment using the following scale.

SCALE: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

1. This applicant will be successful in the advanced program due to sincere effort.

2. This applicant will be successful in this program if the applicant is lucky.

3. This applicant usually puts a great deal of effort into working toward a goal.

4. This applicant is a very fortunate person.

5. This applicant has a great deal of ability.

Appendix B: Packet Materials

INFORMED CONSENT

Principal Investigators: Barbara S. Plake, Ph.D. Phone: 472-3280
Ed. Psych. Women's 423-3420
Research Team

We are working on the development of materials for a workshop to train students to write successful and impressive application materials. You will be given some application materials and asked to rate them on several dimensions of quality.

Participation in this research study is voluntary and you may withdraw at any time. Your responses will remain confidential and will in no way affect your grades. Final results of the study will be available at your request.

If you agree to participate in this study, please provide your name, social security number,and instructor's name so that you may receive research credits.

Name: _____

Soc. Sec.: _____

Instructor's Name: _____

If you wish the results of the study, please provide an address.

Address: _____

_____

In order to develop materials for workshops on writing successful or impressive applications, we are seeking your reactions to the attached materials.

Principia College awards degrees at the associate's (A.A.) and bachelor's levels (B.A.). After attaining the A.A. degree, students must apply for the continuation program to earn their B.A. Attached are copies of one student's faculty recommendation and personal application.

Please read the materials and complete the questionnaire on the last page using the separate answer sheet.

Thank you for your assistance.

Please complete the following information about yourself:

Soc. Sec. No. _____

Age: _____

Sex: _____

College Major: _____

Educational Level:

Freshman: _____

Sophomore: _____

Junior: _____

Senior: _____

Graduate Student: _____

Other: _____

Home Town Size:

100-800: _____

800-5,000: _____

5,000-100,000: _____

100,000-300,000: _____

over 300,000: _____

Principia College

Application Form

NAME: Richard K. Walker

Degree/Program Applying for: Mechanical Engineering

Hours Completed: 60 Class Standing: Sophomore

Grade Point Average: Overall: 3.0 Major Courses: 3.3

Honoraries: Freshman Scholastic Honorary (Alpha Lambda Delta) David Scholarship $500

Organizations: Student Engineers Club; American Society for Mechanical Engineer, Student member

Related Work Experience: summer employment between sophomore and junior year with the Tektronics Corporation through the College-Corporation Co-op Program

Letter of Recommendation

February 10, 1981

To Whom It May Concern:

I am pleased to recommend Richard K. Walker as an applicant for the continuation program in Mechanical Engineering leading to the B.A. degree. I have had Richard in several classes and believe him to be a fine individual and student who is self-confident, assertive, and independent. In class discussions, Richard is always quite logical and objective, possessing the skills to win others over to his side. Richard's competitive spirit encourages him to pursue challenges aggressively and to show considerable leadership qualities. Richard's work is always of the highest calibre and he would be an excellent candidate for the continuation program.

Sincerely,

W.S. Grant, PhD.